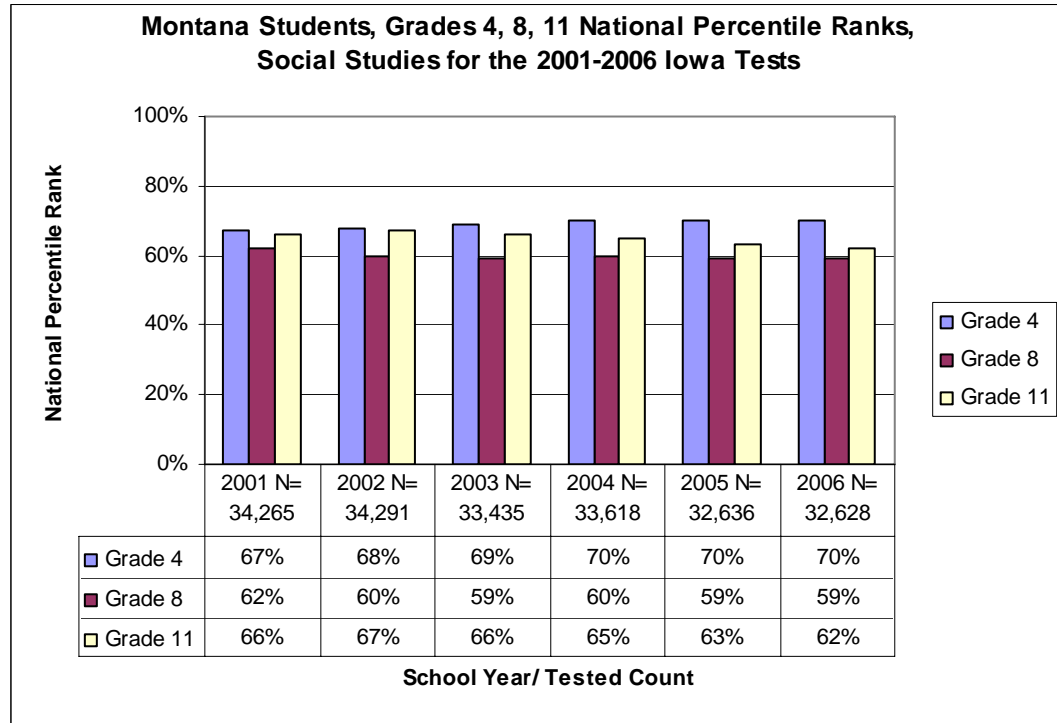


## Social Studies, Grades 4, 8, and 11

**Chart 1: 4, 8, 11 SS**

The chart below shows the National Percentile Ranks for grades 4, 8, and 11.

- In 2001, grade 4 scored an NPR of 67%, grade 8 an NPR of 62%, and grade 11 an NPR of 66%.
- In 2006, grades 4, 8, and 11 scored NPRs of 70%, 59%, and 62% respectively.



**Table 1: 4, 8, 11 SS**

Social Studies National Percentile Rank for each disaggregation across Montana in 2001-2006.

Groups	Grade 4						Grade 8						Grade 11					
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
All Students	67%	68%	69%	70%	70%	70%	62%	60%	59%	60%	59%	59%	66%	67%	66%	65%	63%	62%
Students Without Disabilities	70%	71%	71%	72%	72%	72%	65%	63%	62%	63%	63%	63%	69%	69%	69%	68%	67%	66%
Students With Disabilities	41%	42%	46%	48%	49%	46%	26%	32%	32%	35%	33%	32%	32%	32%	32%	32%	29%	29%
Female Students	66%	67%	69%	69%	69%	69%	62%	60%	59%	59%	60%	60%	69%	69%	69%	67%	67%	66%
Male Students	70%	69%	70%	71%	71%	72%	63%	59%	58%	60%	59%	59%	64%	65%	63%	62%	60%	59%
Native American Students	48%	48%	47%	50%	51%	51%	35%	39%	41%	41%	40%	39%	46%	46%	44%	43%	41%	42%
White Students	71%	71%	72%	72%	73%	73%	65%	63%	62%	63%	63%	63%	68%	69%	68%	67%	66%	65%
Students on Free/Reduced Lunch	57%	57%	58%	60%	60%	59%	47%	48%	47%	49%	48%	47%	54%	54%	54%	52%	51%	49%
LEP*	NA	32%	30%	35%	33%	33%	NA	30%	29%	32%	27%	29%	NA	38%	38%	34%	33%	31%

\*LEP 2001 data were incomplete.

**Table 2: 4, 8, 11 SS**

Social Studies: The table below shows the percentage of students for each disaggregation scoring in each performance category in grades 4, 8, and 11 for 2001-2006.

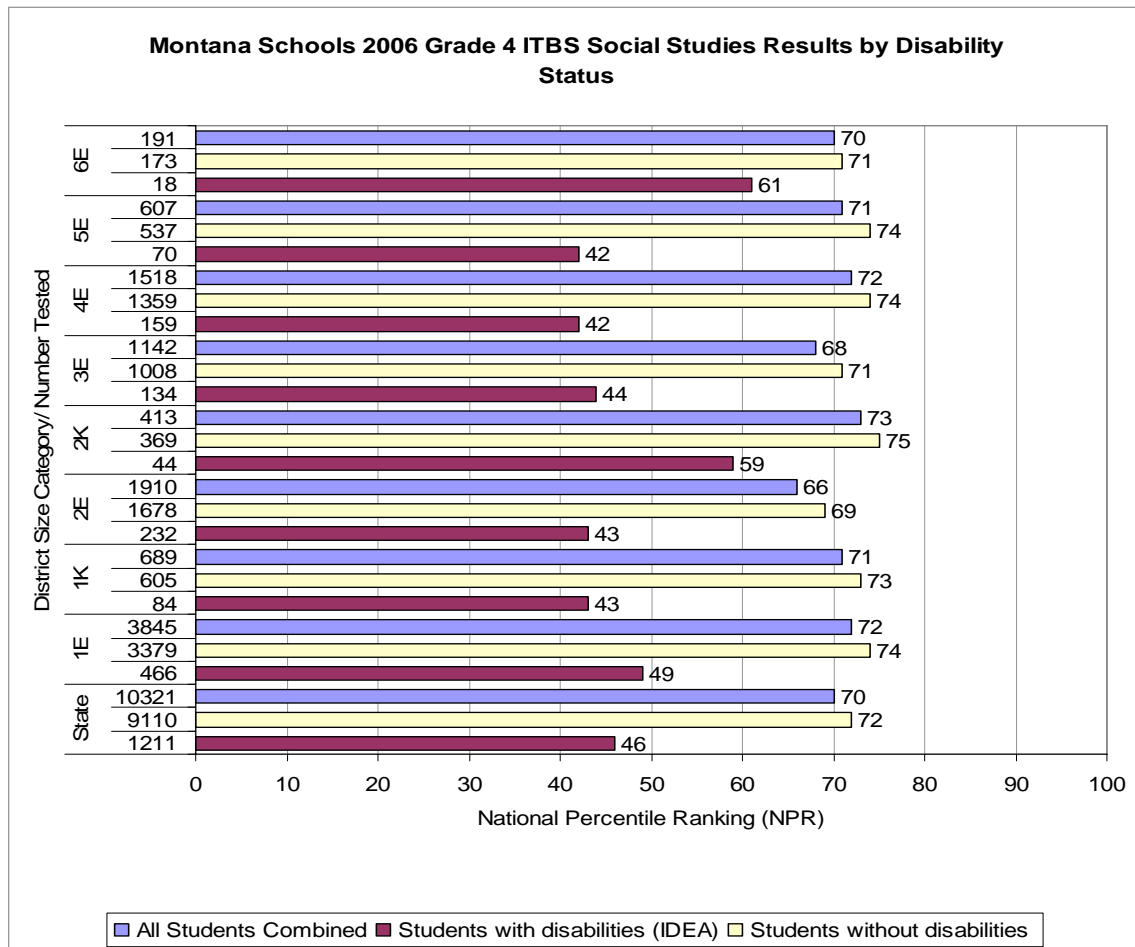
Groups/Year		Grade 4				Grade 8				Grade 11			
		Adv Stanines 8- 9	Pro Stanines 5- 7	NP Stanine 4	Nov Stanines 1- 3	Adv Stanines 8- 9	Pro Stanines 5- 7	NP Stanine 4	Nov Stanines 1- 3	Adv Stanines 8- 9	Pro Stanines 5- 7	NP Stanine 4	Nov Stanines 1- 3
All Students	2001	25%	53%	12%	10%	17%	56%	15%	13%	20%	61%	11%	8%
	2002	19%	58%	13%	10%	17%	55%	15%	13%	21%	61%	10%	8%
	2003	20%	59%	12%	9%	16%	54%	16%	14%	20%	60%	12%	8%
	2004	20%	60%	12%	8%	16%	56%	16%	12%	19%	60%	12%	9%
	2005	20%	60%	12%	8%	13%	58%	15%	14%	19%	58%	13%	10%
	2006	19%	60%	12%	9%	12%	59%	15%	14%	18%	58%	13%	11%
Students Without Disabilities	2001	27%	54%	11%	8%	18%	59%	14%	10%	21%	63%	10%	6%
	2002	21%	60%	11%	8%	18%	57%	15%	10%	22%	63%	9%	6%
	2003	21%	61%	11%	7%	18%	57%	14%	10%	21%	63%	10%	6%
	2004	21%	61%	11%	6%	18%	59%	14%	9%	21%	62%	10%	7%
	2005	22%	62%	10%	6%	14%	61%	14%	11%	20%	61%	11%	7%
	2006	22%	62%	10%	6%	14%	63%	14%	10%	19%	61%	12%	8%
Students With Disabilities	2001	6%	43%	24%	28%	3%	29%	27%	42%	2%	31%	30%	36%
	2002	5%	43%	23%	29%	3%	29%	27%	41%	1%	35%	29%	35%
	2003	7%	46%	23%	25%	3%	27%	27%	42%	3%	31%	29%	37%
	2004	8%	48%	22%	23%	3%	35%	27%	36%	2%	34%	29%	35%
	2005	8%	47%	23%	23%	2%	32%	23%	43%	2%	27%	31%	40%
	2006	5%	45%	24%	27%	2%	28%	26%	45%	1%	29%	29%	42%
Female Students	2001	23%	55%	13%	10%	14%	60%	16%	11%	20%	66%	9%	5%
	2002	17%	60%	14%	9%	14%	59%	16%	11%	20%	64%	11%	5%
	2003	18%	60%	13%	9%	14%	59%	16%	11%	20%	64%	10%	5%
	2004	18%	61%	14%	8%	13%	60%	16%	10%	19%	64%	11%	6%
	2005	18%	63%	12%	8%	11%	62%	15%	12%	19%	62%	11%	7%
	2006	17%	62%	12%	9%	11%	63%	15%	12%	19%	62%	12%	7%
Male Students	2001	26%	52%	12%	9%	19%	51%	14%	15%	20%	56%	14%	10%
	2002	20%	57%	13%	10%	19%	50%	16%	15%	21%	57%	12%	10%
	2003	21%	58%	11%	10%	19%	50%	16%	16%	20%	57%	13%	11%
	2004	22%	59%	11%	8%	19%	53%	15%	14%	19%	56%	13%	11%
	2005	22%	58%	11%	8%	14%	54%	15%	16%	18%	55%	14%	13%
	2006	22%	58%	11%	9%	14%	55%	15%	16%	17%	54%	15%	14%
Native American Students	2001	10%	45%	23%	23%	4%	38%	24%	34%	6%	53%	22%	19%
	2002	6%	51%	22%	21%	5%	38%	25%	32%	5%	54%	22%	19%
	2003	6%	49%	21%	24%	5%	42%	24%	29%	5%	50%	24%	21%
	2004	7%	48%	24%	21%	5%	43%	26%	26%	5%	50%	22%	23%
	2005	8%	52%	22%	19%	5%	39%	24%	32%	4%	48%	24%	24%
	2006	6%	53%	21%	20%	2%	42%	25%	31%	5%	46%	24%	25%
White Students	2001	27%	55%	11%	8%	18%	58%	13%	10%	21%	62%	11%	7%
	2002	21%	60%	11%	8%	19%	57%	14%	10%	22%	62%	9%	7%
	2003	22%	61%	10%	7%	18%	58%	15%	11%	22%	61%	10%	7%
	2004	22%	61%	11%	6%	18%	58%	14%	10%	21%	61%	11%	7%
	2005	22%	61%	10%	7%	14%	61%	14%	11%	20%	60%	11%	9%
	2006	22%	61%	10%	7%	14%	61%	13%	11%	19%	59%	12%	9%
Students on Free/ Reduced Lunch	2001	14%	52%	18%	16%	8%	48%	21%	23%	11%	56%	19%	15%
	2002	9%	56%	19%	16%	8%	48%	22%	22%	11%	57%	17%	15%
	2003	10%	57%	17%	15%	8%	48%	20%	24%	10%	58%	18%	14%
	2004	11%	57%	19%	13%	9%	50%	21%	20%	10%	56%	17%	17%
	2005	12%	58%	17%	13%	6%	50%	20%	23%	10%	54%	20%	16%
	2006	10%	58%	18%	14%	5%	49%	22%	23%	9%	52%	20%	19%
LEP *2001 LEP data were incomplete	2001	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na
	2002	2%	34%	30%	34%	1%	26%	29%	44%	4%	41%	28%	27%
	2003	2%	30%	27%	42%	1%	28%	26%	44%	4%	45%	24%	28%
	2004	3%	34%	32%	31%	3%	27%	30%	41%	3%	38%	26%	33%
	2005	2%	36%	26%	36%	0%	24%	28%	47%	2%	37%	30%	31%
	2006	2%	37%	25%	36%	1%	25%	31%	44%	1%	32%	31%	37%

**Table 3: 4, 8, 11 SS**

Customized Skills Reports: Montana Social Studies Standards tested in the Iowa Tests  
2001-2006

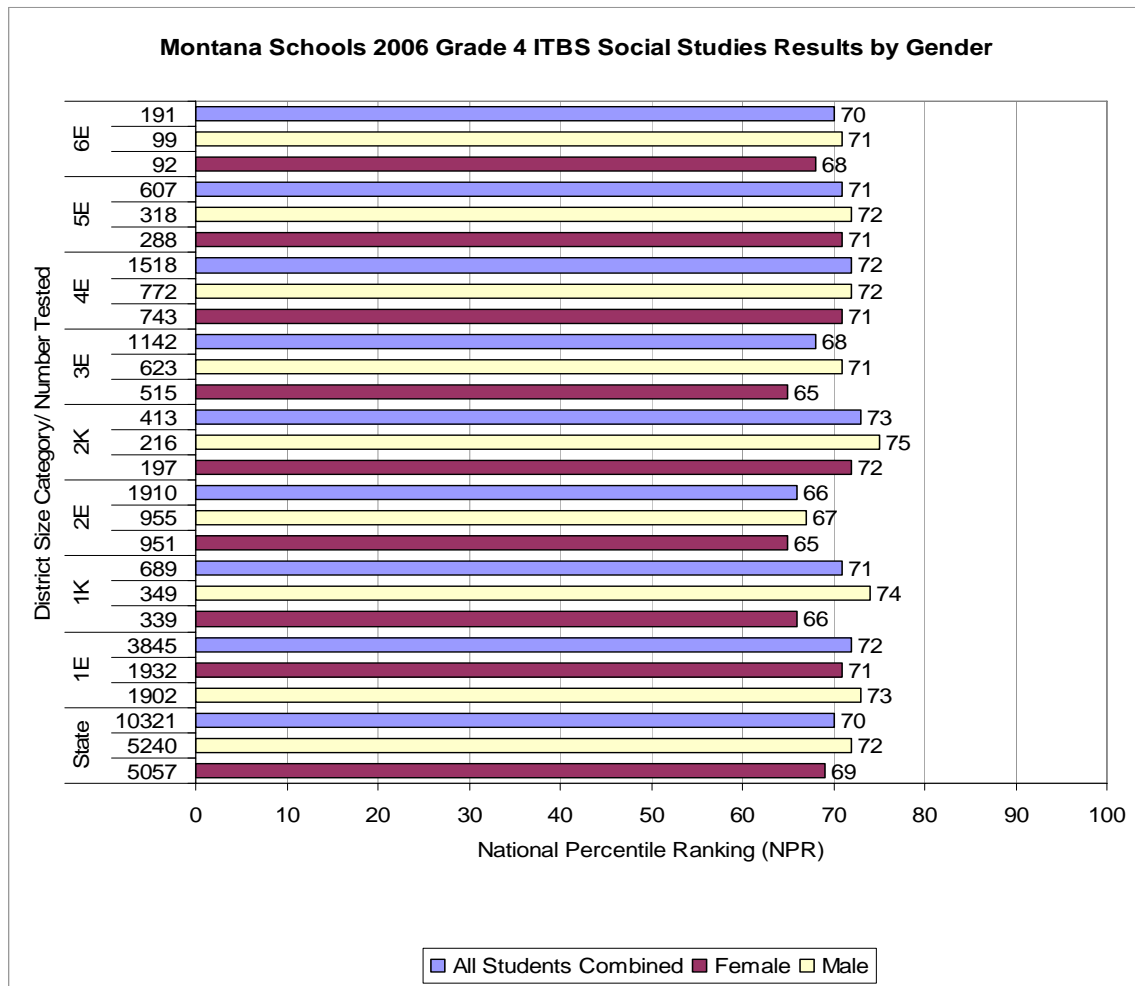
<b>Standard</b>			Access, evaluate and apply social studies knowledge	Understand governmental structures and operations	Apply geographic knowledge and skills	Understand the effects of historical events and people	Understand economic principles	Understand the impact of cultural influences and diversity
<b>Grade 4</b>	<b>Percent Correct</b>	<b># of Items</b>	2	14	54	13	11*	4*
		<b>01</b>	79%	67%	68%	61%	62%	58%
		<b>02</b>	80%	66%	67%	62%	61%	61%
		<b>03</b>	80%	67%	67%	63%	61%	62%
		<b>04</b>	81%	68%	68%	63%	62%	62%
		<b>05</b>	83%	68%	68%	63%	64%	62%
		<b>06</b>	84%	68%	67%	62%	64%	63%
<b>Grade 8</b>	<b>Percent Correct</b>	<b># of Items</b>	15	15	46	39	16*	16*
		<b>01</b>	64%	60%	63%	59%	56%	62%
		<b>02</b>	63%	60%	63%	59%	56%	62%
		<b>03</b>	63%	59%	63%	59%	55%	62%
		<b>04</b>	64%	60%	63%	60%	57%	63%
		<b>05</b>	63%	60%	62%	59%	56%	62%
		<b>06</b>	64%	60%	62%	59%	56%	62%
<b>Grade 11</b>	<b>Percent Correct</b>	<b># of Items</b>	59	14	15*	18	11*	3*
		<b>01</b>	58%	60%	63%	67%	63%	66%
		<b>02</b>	58%	60%	62%	66%	63%	67%
		<b>03</b>	57%	59%	62%	66%	63%	67%
		<b>04</b>	57%	60%	62%	66%	62%	66%
		<b>05</b>	56%	59%	61%	64%	61%	66%
		<b>06</b>	55%	58%	60%	64%	61%	66%
* The Iowa Tests measure the knowledge dimension of the Montana Standard, but do not adequately measure the application aspect.								

**Chart 4.1 SS**



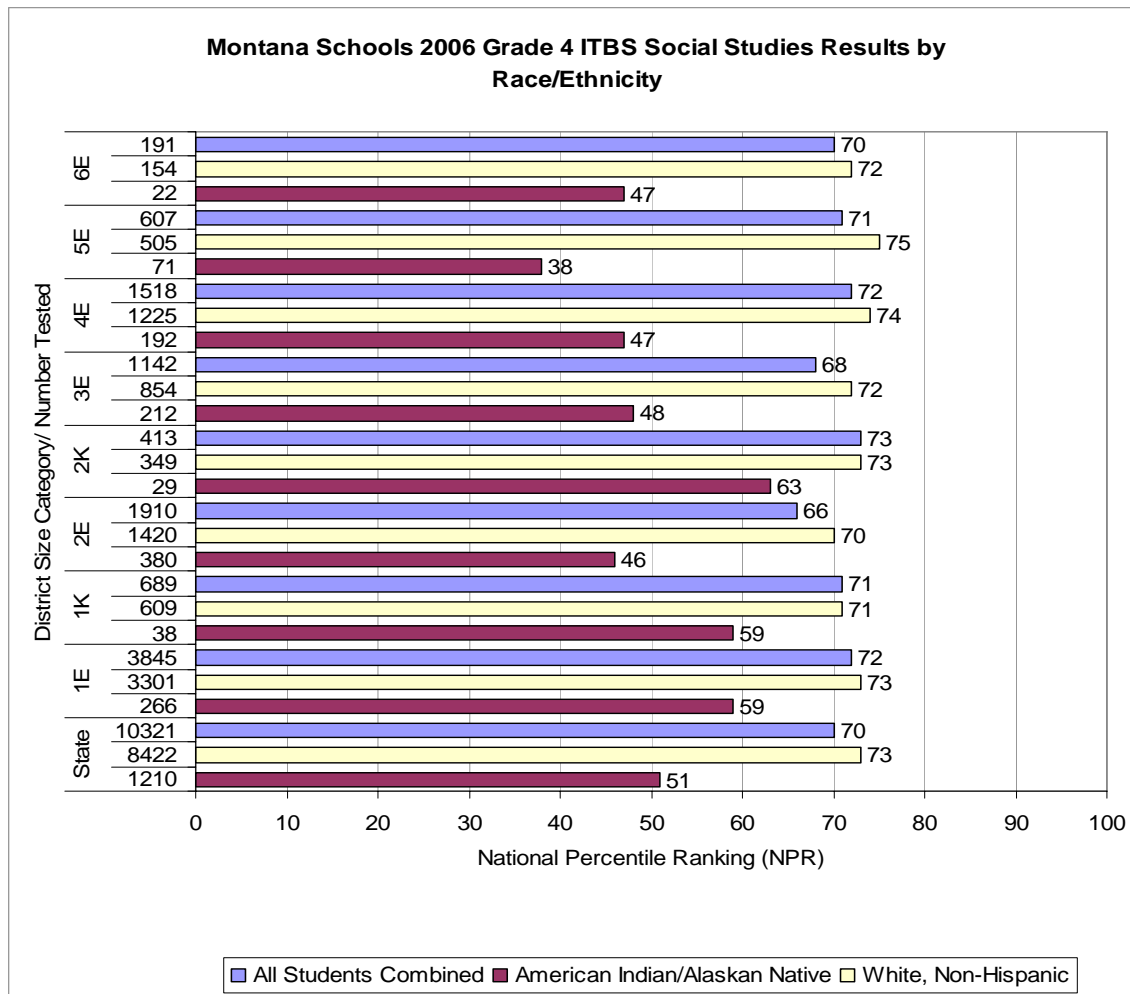
1. All students
  - The Social Studies NPR for all Montana grade 4 students is 70%, the same as in 2005.
2. Students without disabilities
  - Statewide, the NPR for students without disabilities is the same as in 2004, 72%. That number is stable across the state with all district size categories plus or minus 2-5 percentage points.
3. Students with disabilities
  - Statewide, the NPR for students with disabilities is 46%, three percentage points below 2005. That number is relatively stable with most district size categories plus or minus 2-4 percentage points except 2K and 6E where the number of students with disabilities tested is too small for comparisons.
4. Comparisons
  - Statewide, students without disabilities scored 24 percentage points above students with disabilities, 72% and 46% respectively.

**Chart 4.2 SS**



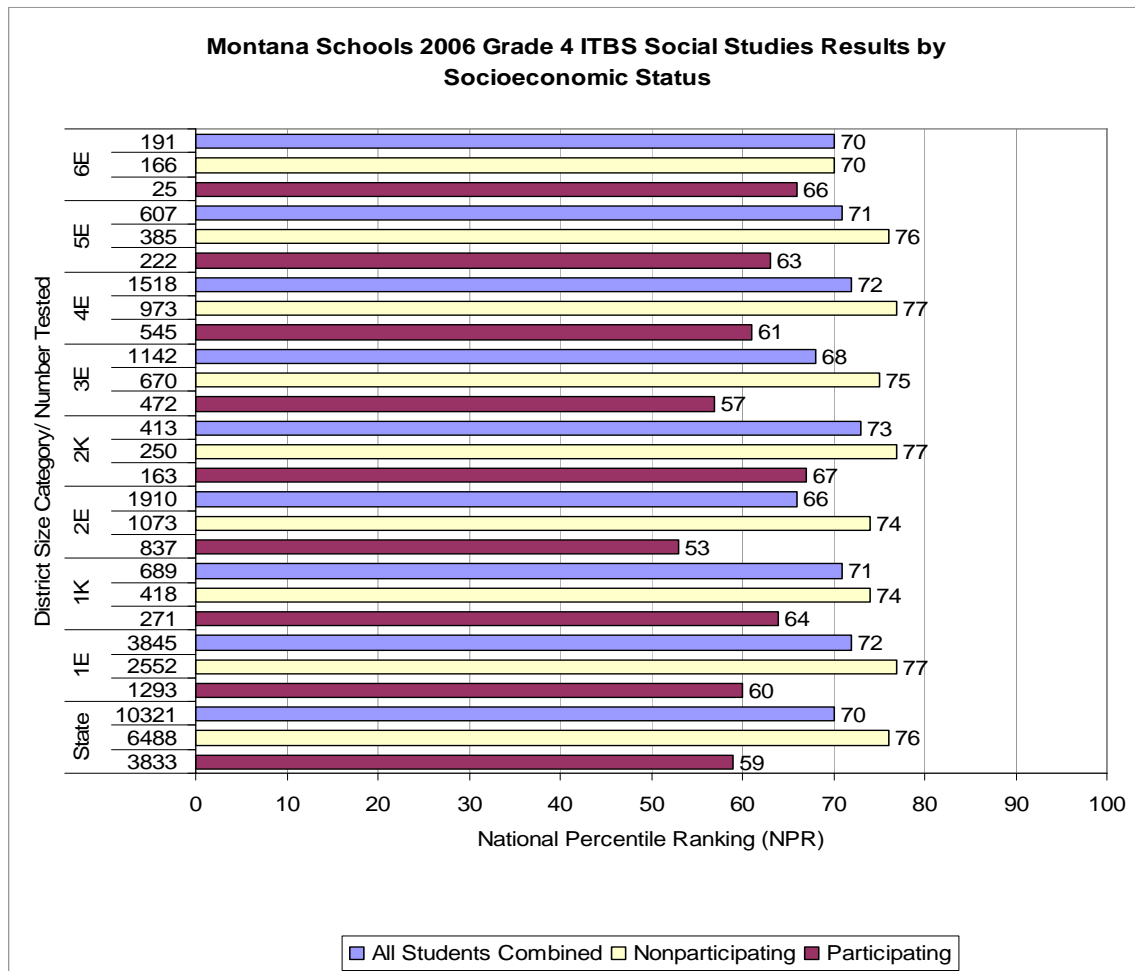
1. All students
  - The Social Studies NPR for all Montana grade 4 students is 70%.
2. Female students
  - Statewide, the NPR for female students is the same as in 2005, 69%. That number is stable across the state with all district size categories plus or minus 2-4 percentage points.
3. Male students
  - Statewide, the NPR for male students is 72%, one percentage point above 2005. That number is stable across the state with all district size categories plus or minus 2-5 percentage points.
4. Comparisons
  - Statewide, male students scored three percentage points above female students, 72% and 69% respectively.

**Chart 4.3 SS**



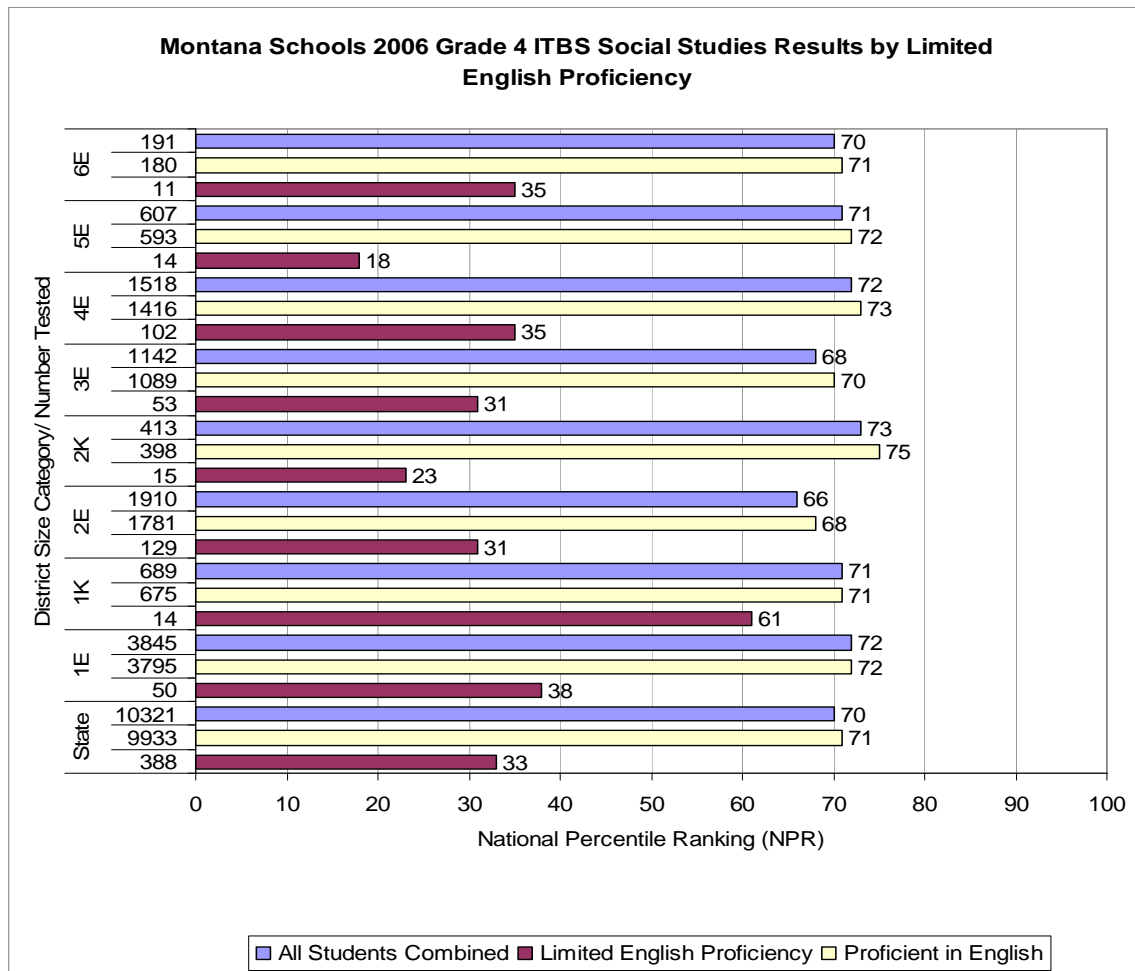
1. All students
  - The Social Studies NPR for all Montana grade 4 students is 70%.
2. American Indian students
  - Statewide, the NPR for American Indian students is the same as in 2005, 51%. That number is somewhat unstable across the state with district size categories averaging plus or minus 4-13 percentage points.
3. White students
  - Statewide, the NPR for White students is the same as in 2005, 73%. That number is stable across the state with all district size categories plus or minus 1-2 percentage points.
4. Comparisons
  - Statewide, Montana White students scored 22 percentage points above American Indian students, 73% and 51% respectively.

**Chart 4.4 SS**



1. All students
  - The Social Studies NPR for all Montana grade 4 students is 70%.
2. Students participating in free/reduced lunch programs
  - Statewide, the NPR for students participating in free/reduced lunch programs is 59%, one percentage point below 2005. That number is relatively stable across the state with most district size categories plus or minus 1-6 percentage points except 2K which averaged 67% and 6E where the number of students tested is too small for comparisons.
3. Students not participating in free/reduced lunch programs
  - Statewide, the NPR for students not participating in free/reduced lunch programs is 76%, one percentage point above 2005. That number is stable across the state with all district size categories plus or minus 2-6 percentage points.
4. Comparisons
  - Statewide, students not participating in free/reduced lunch programs scored seventeen percentage points higher than those participating in free/reduced lunch programs, 76% and 59% respectively.

**Chart 4.5 SS**



\* To protect privacy, no results will be reported where the count of test takers is less than 10.

1. All students
  - The Social Studies NPR for all Montana grade 4 students is 70%.
2. Students with limited English proficiency (LEP)
  - Statewide, the NPR for LEP students is the same as in 2005, 33%. The NPR scores vary among school size categories because of the wide variation in the number of LEP students tested.
3. Comparisons
  - Statewide, all Montana students scored 37 percentage points higher than limited English proficient students, 70% and 33% respectively. That number varies among school size categories because of the wide variation in the number of LEP students tested.